U. S. DEPARTMENT OF AGRICULTURE.

STATES RELATIONS SERVICE.

A. C. TRUE, Director.

HOW TEACHERS MAY USE FARMERS' BULLETIN 431, THE PEANUT.

Range of use.—The South Atlantic States and westward to and including California.

Relation to the course of study.—This bulletin may be studied in connection with agriculture as it applies to field crops, legumes, grazing, or forage crops. The publication suggests suitable correlations with other school branches.

Topics.—The material in this bulletin should be grouped into nine lesson topics for class study: (1) The peanut—introductory statement; soil and climatic requirements, pages 5–7; (2) peanuts—varieties, pages 26–30; (3) soil preparation and fertilization, pages 8–12; (4) seed—selection and planting, pages 12–16; (5) cultivation and combating pests, pages 16, 37, and 38; (6) harvesting, pages 17–19; (7) picking and cleaning, pages 22–26; (8) commercial uses of the peanut, pages 30–33; and (9) the value of peanuts on the farm, pages 34–36.

Study questions.—Peanuts are native to what country? When were they introduced into the United States? How long have they been grown for commercial purposes? To what group of plants does the peanut belong? Mention some names by which the peanut is known. What types of soil are best adapted to the growing of peanuts? What soils should not be used? What climatic conditions favor the growing of peanuts? In preparing the soil for peanuts, what time should the soil be plowed? To what depth? How should the seed bed be prepared? Mention one or more rotation courses in which peanuts appear. What crop or crops should precede peanuts? When and how should stable manure be used in connection with peanuts? Give the composition of commercial fertilizers that are suited to this crop. Should lime be applied to soils to be planted to peanuts? What is the importance of lime to the peanut crop? What important element of fertilizer does the peanut plant add to the soil? Name and give the characteristics of the principal varieties. Why is it especially important to plant good seed? How may the seed of peanuts be improved? Should shelled or whole seed be planted? State the time, distance, rate, and depth of seeding. Name the tools used in and the methods of planting. What methods and tools are employed in cultivating peanuts? Name the insects and diseases injurious to plants and the methods employed in combating them. When is the proper time for digging the peanut

crop? What methods are employed in lifting the plants? What implements are used? What is the most desirable way of curing and caring for the crop after digging? When should peanuts be picked? Give the methods of picking and the advantages of each. How are peanuts prepared for market? State the factory methods of cleaning peanuts. For what purpose may cleaned vines be used? Explain the commercial uses of the peanut—human food, by-products for live stock, peanut oil. Discuss the farm uses of the peanut—hay, entire plant, peanuts for hogs. How is the plant handled in curing for forage?

Illustrative material.—Secure collections of the various varieties of peanuts. Store them in small bottles properly labeled. The illustrations in the bulletin should be carefully studied in connection with each topic. Peanut roots bearing nodules or tubercles should be secured and mounted on cardboard. By constantly referring to the before-mentioned materials the class instruction may be greatly emphasized. Make collections of insects that attack peanuts. Special effort should be made to secure insect forms in each stage of their life history. (See Farmers' Bulletins 586 and 606.)

Practical exercises.—(1) Make a survey of the school district to ascertain the following facts: The varieties of peanuts grown, the total acreage devoted to each variety, the total yield for each variety, the value of the total yield of each variety of peanuts at local prices, the value of the plants of each variety as hay, the total value of the entire peanut crop, including the entire plant, the average income for each acre devoted to peanuts, the part of the crop marketed, the part fed to hogs, the part grazed by hogs, the varieties grown for commercial purposes, the varieties grown for grazing and feed. (2) The peanut crop is an important one for club work, especially in sections where it is grown for commercial purposes. Club members may grow it as an independent crop or better still as a part of a rotation.

Correlations.—Compiling the information in connection with the district survey provides language work.

Drawing: Sketch different varieties of peanuts; also make drawings of the roots of the plant showing tubercles.

Geography: Note the States and parts of States in the territory in which peanuts may be successfully grown. What other leguminous crops thrive in this region? Compare the climatic conditions in the different sections of this region.

E. A. MILLER,
Specialist in Agricultural Education.

Approved:
C. H. LANE,
Chief Specialist in Agricultural Education.
AUGUST 16, 1916.

WASHINGTON : GOVERNMENT PRINTING OFFICE : 1916